Lesson 3 Life Science- Habitats

**Outcomes**

**Science**

**STES 108-3, 108-6-** identify their own and their families’ impact on habitats and describe how personal actions help conserve habitats

**105-1, 106-4, 108-1-**describe how scientist’ knowledge of plant growth has to agriculture and technological innovations and the impact on local and regional habitat issues

**Language Art**

**SCO 1.1** –explore and discuss their thoughts, ideas, and experiences and consider those of their peers

**SCO 8.1**- use strategies in writing and other ways of representing to formulate questions and organize ideas

**Content Summary**

Students will take part in a whole class discussion on the value of wetlands, wetland threats, and the positive impact wetlands have on our local environment. Students will then take part in the activity, Good Habits for Habitat. The class will close with a discussion question session lead by teacher.

Activity

Class will begin with a discussion on the value of wetlands, wetland threats, and the positive impact wetlands have on the environment. This will be done through activating the students’ prior knowledge on the topic.

Students will also share in a read aloud by teacher from the Wetland Habitats and Communities Teacher’s Guide, pp. 24-27, which will include more detailed information on the topic which will broaden the students’ views.

After the class discussion the students will work in partners and take part in a **Good Habits for Habitat Activity** which involves students reading through a variety of short statements and then deciding which statement fits under one of three categories: importance of wetlands, negative factors, and positive actions on a chart at front of room.

After the chart has been completed the class will then take part in a summary discussion with probing questions being asked by teacher for them to apply what they have just learned.

**Assessment:** Students’ contribution in the group discussion and whole class discussion will also be checked off on an observation checklist and antidotal comment added if necessary. This will be done as teacher walks around room listening to students and adding suggestions and guidance if necessary.

**Sources of Information**

1. Nova Scotia’s Grade Four Science Guide
2. Project Webfoot, Ducks Unlimited Canada, (2007). Wetland Habitats and Communities Teacher’s Guide, 24-27.
3. Pan- Canadian Science Place Team, Healthy Habitats-Atlantic Edition. Scholastic Canada Limited, 2001.